



BOSTON PUBLIC SCHOOLS

Launching the K-8 & Middle School Network:

Learning, **L**eading & **L**everaging

Host Site Medical Rounds Agenda
Timilty Middle School | January 15, 2009



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|--------------|--|
| 8:00 – 8:05 | Introduction and Welcome |
| 8:05 – 8:20 | Connecting Activity BLUE Think Tank
Facilitated by: <i>Domenic Amara & Marco Curnen</i>
<i>Purpose:</i> This activity will provide the network an opportunity to connect our prior network learning to today's session. |
| 8:20 – 8:30 | Host-Site Principal Frames IPOP Timilty
Presenter: <i>Valerie Lowe-Barehmi</i>
<i>Purpose:</i> Principal discusses investigation strategy and work with teachers and teams, connects to network readings, articulates current dilemmas and clearly defines the IPOP's criteria s/he is looking for the Network principals to collect during observations. |
| 8:30-8:40 | Observation "Lens" & Initial Analysis Protocol
Facilitated by: <i>Emily Glasgow & Elliot Stern</i>
<i>Purpose:</i> Introduce and explain observation "lens" criteria and initial analysis protocol. See Yellow Sheet in folder. |
| 8:40 – 9:40 | Classroom Observations |
| 9:40 – 9:45 | Return to Meeting Room |
| 9:45 – 10:45 | Mini-Network Initial Analysis
<i>Purpose:</i> Mini-Networks gather evidence from classroom observations and sort evidence in order to : (i) increase our skill set in observing and analyzing instruction (ii) begin to unpack the host site's instructional problem of practice.

<i>Process:</i> Think ~ Write ~ Pair ~ Share (see YELLOW sheet) |

10:45 – 11:35

Cross-Fertilization | *Deeper Analysis to Action*

Purpose: Two mini-networks work together to deepen the instructional analysis, to generate a response to the predictive question, and recommend leadership moves in relation to the IPOP.

Process:

Share out: Two mini-networks form a larger group, refer to chart. Each mini network shares their analysis from their sorted evidence. *10 minutes (5 minutes each group)*

Instructional Implications: Two mini-networks synthesize data by discussing and charting the predictive question, *“If I was a student at this school, what would I know and be able to do in relation to the IPOP.”* Make sure you use evidence from classrooms when making your predictions - *20 minutes*

Leadership moves: Two mini-networks discuss and chart the question, *“If I was a leader in this school, what would my next move be in relationship to the IPOP.”* – *20 minutes*

11:35 – 11:50

Share time | Network Cross-Fertilization Groups

Process: Each group shares with the Network one or two leadership moves connected to the predictive question and evidence collected during classroom visits. *15 minutes (5 minutes each group)*

11:50 – 11:55

Principal’s Take-Aways

Process: During this block of time the host-site principal will share his/her takeaways using the following three questions:
5 minutes

- What did you hear from the share?
- What are the two or three steps you are prepared to take at this time?

11:55 – 12:25

Consultancy: Individual Principal IPOPs

Facilitated by: *Claudette Mulligan-Gates*

Principals will have an opportunity to engage in a structured “talk time” around their school’s IPOP with their mini-network. Refer to Mini-Network Consultancy protocol.

On-line Committments

12:25 – 12:30

Please respond to the January entry of someone in your Mini-Network. Your response must include a starting phrase of, “I am responding to [insert colleague’s name].” **Please post on <https://connect.mybps.org> by February 12th.**